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ABSTRACT

The document reflects the planning of the Division of Special Education of the Ohio Department of Education for the development of special education programs and services for handicapped children in Ohio in the 1970's. Six major areas at the division planning level are focused upon: long-range goals, assumptions made in order to plan, specific objectives for the next 5 years, projected costs, criteria to evaluate the meeting of these objectives, and recommendations for implementation. At the program planning level, 13 programs or services (for specific handicaps or general special education services) are outlined in terms of goal, assumptions, objectives, priorities, and unit requests. At the level of regional planning, program planning and development centers, and instructional resource and materials centers are covered. Appended are the staff development state plan, revised certification standards, the university master plan, a list of approved units (1960-70) and approved enrollments (1960-70). (KW)

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PLANNING FOR THE EDUCATION OF THE HANDICAPPED CHILD IN OHIO

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Ohio Department of Education
Columbus, Ohio
1970

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PLANNING FOR THE EDUCATION OF THE HANDICAPPED CHILD IN OHIO

By

S. J. Bonham, Jr., *Director*

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1970

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FOREWORD

This publication reflects the planning efforts of the professional staff of the Division of Special Education in preparing for the next decade of services for handicapped children. The document clearly reflects the past achievements and current strengths of programs for exceptional children in the schools of Ohio.

Education is entering a new decade—a decade of accountability. Accountability—not just for the resources entrusted to use—but accountability for effective services to children. This document reflects priorities which are based on evaluation of current programs and their product.

The public is demanding that educators organize to deliver services to children in a coordinated and efficient way so that every child is served. This document suggests strategies for developing such an educational organizational structure for the handicapped child.

The material that follows is not a final product. It never should be and that is not our goal. It is hoped that this publication will encourage universities, local school districts and professional organizations to adopt a philosophy of participatory management. We invite individuals and agencies to react, comment and respond to this plan. We suggest that it may serve as a rough model for others to consider. Finally, we believe that it does represent a constructive and positive step toward the goal of equal educational opportunity for all children and youth.

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PART I

DIVISION PLANNING

PART I: DIVISION PLANNING

A. INTRODUCTION

At the beginning of the decade of the 1970's, it is apparent that special education programs and services for handicapped children in the state of Ohio have enjoyed unprecedented support at the local, state and federal levels. Professional personnel in special education have increased from about 1600 in 1960, to a projected total of 5500 professional employees in 1970. The number of children receiving services exceeded 200,000 by the end of the 1969-70 school year.

The role of the Division of Special Education of the Ohio Department of Education has been one of encouraging the development of programs and services for the handicapped. It is anticipated that the emerging role for the decade of the 70's will be to furnish leadership in the development and effective utilization of human and fiscal resources to meet the needs of handicapped children and youth as presented by local school districts.

Recognizing the changing status of special education and the changing role of the Division of Special Education, the state agency embarked on a year of planning for the decade of the 70's using a modified form of a program planning and budgeting. This effort has been broken down into six major areas:

1. The *long range goals* of the Division of Special Education for programs for the handicapped.
2. The *assumptions* that were made by the Division in order to do the necessary planning.
3. The *specific objectives* that have been established by the Division to be achieved during the next five years.
4. The *projected costs* of each objective based on current assumptions and program status.
5. The *criteria to evaluate* the extent to which these objectives have been met.
6. The *recommendations* for implementation that would be used to guide the utilization of human and fiscal resources to achieve maximum impact on the needs of the handicapped child and youth.

B. GOALS

The Ohio Division of Special Education has established three long range goals for the next decade. They are:

(1) TO EXPAND PROGRAMS AND SERVICES SO THAT EACH EDUCABLE, SCHOOL AGE, HANDICAPPED CHILD AND YOUTH RECEIVES THE EQUAL EDUCATIONAL OPPORTUNITY NEEDED TO ENABLE HIM TO ATTAIN APPROPRIATE EDUCATIONAL OBJECTIVES.

(2) TO DEVELOP PROCESSES AND PROCEDURES THAT WILL ASSURE THAT THE HIGHEST QUALITY OF EDUCATIONAL PROGRAMS AND SERVICES ARE AVAILABLE TO EACH HANDICAPPED CHILD AND YOUTH.

(3) TO CONTINUE AN INTENSIVE SEARCH FOR VALIDATED PROGRAM MODELS THAT WILL SERVE THE HANDICAPPED MORE EFFICIENTLY AND EFFECTIVELY.

C. ASSUMPTIONS

In order to facilitate planning by the staff of the Division of Special Education, certain basic assumptions were made. These assumptions have been carefully documented and recorded so that long range objectives can be modified to reflect changes as the program develops.

It should be emphasized that *these assumptions are not position statements.* They are simply the assumptions that were made in doing the planning during the 1969-70 school year for the decade of the 70's. They are:

(1) The statewide school age population will level off in the 1970-71 school year with an ADM of 2,500,000 children. Enrollments will stabilize at this level at least through 1975.

(2) All planning has been done on the basis of the program standards adopted by the State Board of Education in August, 1966, and revised in October, 1967.

(3) No new categories of handicapped children will be added to the current program.

(4) The program for the retarded will continue to serve children with IQ's ranging from 50 thru 80.

(5) Funding of basic programs and services for handicapped children and youth in local school districts will come from local tax sources and the state foundation program.

(6) Special education programs will continue to be supported by units in the state foundation program. Reimbursement will range from:
(a) Zero dollars in districts falling in the various guarantees.
(b) $3400/4400 per unit in the flat districts (non-additional aid).
(c) An average of about $9,000 per unit in county offices.
(d) Up to $15,000 per unit in formula districts (additional aid).
The average state reimbursement per unit is $9,000.

(7) No state or federal funds will be specifically earmarked for the transportation of educable mentally retarded children.

(8) No state or federal funds will be specifically earmarked for the academically gifted.

(9) No state or federal funds will be specifically earmarked for the visiting teacher—school social worker—attendance officer program.

(10) No state or federal funds will be specifically earmarked for school health services.

(11) No state or federal funds will be specifically earmarked for the construction of facilities to house programs for the handicapped.

(12) Title I-ESEA, Vocational Education, and Vocational Rehabilitation, will have an undetermined impact on the *educational* needs of handicapped children.

(13) State ADC funds and Auxiliary Service funds will have minimal impact on the *educational* needs of handicapped children.

(14) The major utilization of Title III, ESEA, funds will be to field test and validate alternate models for special education programs and services for handicapped children and youth.

(15) Title VI-A ESEA will remain at a funding level which does not exceed $2,000,000 per fiscal year.

(16) P.L. 85-926, as amended, will remain at the current funding level of $200,000 per fiscal year.

(17) The general shortage of qualified teachers in education will be alleviated by the end of the 1970-71 school year.

(18) Revised teacher certification standards have been adopted by the State Board of Education and will become effective in January, 1972.

(19) A master plan for better utilization of university programs for preparation of professional personnel in special education will be adopted and implemented by 1972.

In addition to the assumptions listed above, others which are unique to program areas are listed separately. Incidence figures for each program were determined by the professional staff of the Division of Special Education based on extensive experience with Ohio's program, and in some cases vary somewhat from nationally published estimates.

D. OBJECTIVES

To achieve the long range goals for special education in the State of Ohio the following management objectives have been established.

(1) An orderly and planned rate of expansion in special education should be established to assure that programs and services for handicapped children will be available for each handicapped child. Projections by program and section indicate the following *additional* units should be funded and allocated each fiscal year.

	FY 72	FY 73	FY 74	FY 75
UNITS	+ 728	+ 738	+ 766	+ 796

(2) With the expansion of programs, an increase in individual services (Home Instruction, Supplementary Tutoring, Transportation, etc.) should be provided.

(3) Policies and procedures should be established to assure that each approved unit is staffed by a fully qualified professional person.

(4) The new certification standards adopted by the State Board of Education should be fully implemented by September, 1972.

(5) The master plan for the development of university centers in special education should be adopted in the winter of 1970-71, and jointly implemented by the Board of Regents, Deans of State Assisted Universities, Ohio Department of Education and the U.S. Office of Education.

(6) Special education programs in all school districts should operate with the services of consultant-supervisors in each area of the handicapped.

(7) Special education programs in all school districts should have direct access to and participate in Special Education Instructional Resource and Materials Centers.

(8) The expansion and improvement of educational programs for the handicapped should be planned on a regional basis to assure maximum utilization of personnel, funds and facilities.

Potential Special Education Regions

(9) The regional approach to special education should assure that all school districts have access to and participate in the development of comprehensive programs and services for the handicapped. This should include, where appropriate to the child's needs:

(a) Consultation for the parents of handicapped children at pre-school, elementary, secondary and post high levels.

(b) Special education programs terminating at the point where the child's educational needs can be met in the regular school programs, or

(c) Special education programs terminating in placement with other agencies, in placement in an appropriate career, or in placement in post-high school educational or training program.

(10) All special education programs should have access to and fully utilize a coordinated and comprehensive student personnel services program including school psychological services, visiting teacher services, speech and hearing therapy services, and school health services.

(11) An intensive effort to develop, field test and validate alternate staffing patterns and program models for handicapped children should be continued. This effort should lead to recommendations for revision of special education program standards by the end of 1975.

(12) An intensive effort to develop, field test and validate alternate approaches to the professional preparation of personnel to enable them to more effectively serve the handicapped, should be initiated during the 1971-72 academic year. This effort should lead to the revision of certification standards by the end of 1975.

E. PROJECTED COSTS

OBJECTIVE	FUND SOURCE	F.Y. 72	F.Y. 73	F.Y. 74	F.Y. 75
#1. Program Expansion	Gen. Rev. **Increase**	+ 6.55 million	+ 6.64 million	+ 6.89 million	+ 7.16 million
#2. Services Expansion	Gen. Rev. **Increase**	+ .60 million	+ .65 million	+ .65 million	+ .70 million
#3. Qualified Personnel	No Direct Costs.	.....	.....	.....	.....
#4. Revised Certification	No Direct Costs.	.....	.....	.....	.....
#5. Univer. Master Plan	No Direct Costs.	.....	.....	.....	.....
#6. Program Supervision	85-926—**Expend.**	10,000	10,000	10,000	10,000
#7. Int. Res. & Mat. Centers	Title VI—**Expend.**	621,000	763,000	763,000	763,000
#8. Regional Prog. Centers	Title VI—**Expend.**	525,000	570,000	570,000	570,000
#9. Compreh. Program	Direct costs reflected in other objectives.				
#10. Student Personnel Serv.	Direct costs reflected in other objectives and local funds.				
#11. New Program Models	Title VI—**Expend.**	473,000	555,555	555,555	555,555
	Title III—**Expend.**	725,316	725,316	725,316	725,316
#12. New Training Models	85-926—**Expend.**	160,000	160,000	160,000	160,000
	Gen. Rev.—**Expend.**	57,000	70,000	85,000	100,000

F. EVALUATION CRITERIA

Object #1—Program Expansion

By the end of F.Y. 1975 the total number of units in Special Education in Ohio will approach 8500.

Object #2—Individual Services

By the end of F.Y. 1975 the total appropriation for individual services should be sufficient to pay all claims received from school districts under current reimbursement standards and will exceed six million dollars.

Object #3—Qualified Personnel

At the beginning of the 1975-76 school year no unit will be approved for state reimbursement unless the employee holds a four year provisional certificate appropriate for his assignment.

Object #4—Revised Certification

New certification standards will be fully implemented by the State Board of Education in September, 1972.

Object #5—University Master Plan

The master plan should be adopted by the State Board of Education and approved by the Board of Regents. Full implementation should be accomplished by September, 1973.

Object #6—Program Supervision

By 1975 there should be a state-wide network of consultant-supervisors servicing every school district and teacher in special education.

Object #7—Instructional Resource and Materials Centers

By 1975 there should be at least 15 Instructional Resource and Materials Centers servicing all school districts and teachers in special education in accordance with a master plan.

Object #8—Program Centers

By 1975 there should be at least 15 Special Education Program Planning and Development Centers servicing all school districts and teachers in special education.

Each region should have a master plan for special education and should provide those services needed by the participating school districts.

Object #9—Comprehensive Programs

By 1975 all approved programs should be comprehensive in nature or should have the necessary provisions with other programs so that the children will receive the needed services.

Object #10—Student Personnel Services

By 1975 all regions of the state will have a comprehensive and coordinated program of student services supporting educational services for the handicapped.

Object #11—New Program Models

By 1975 a complete revision of program standards in special education will be ready for consideration. This revision will reflect field testing and evaluation which has demonstrated the value of more efficient and varied ways of providing programs and services for handicapped children.

Object #12—New Training Models

By 1975 a complete revision of certification standards in special education will be ready for consideration. This revision will be based on extensive experimentation, field testing and evaluations of more effective and efficient ways of preparing professional personnel to serve handicapped children.

G. RECOMMENDATIONS

(1) MANDATORY LEGISLATION SHOULD BE ESTABLISHED REQUIRING EVERY SCHOOL DISTRICT TO PARTICIPATE IN MULTI-DISTRICT, COORDINATED, REGIONAL PLANNING FOR THE DEVELOPMENT OF PROGRAMS AND SERVICES FOR ALL HANDICAPPED CHILDREN IN OHIO.

(2) STATE REIMBURSEMENT FOR SPECIAL EDUCATION SHOULD BE ESTABLISHED AS A SEPARATE REIMBURSEMENT RATE BASED ON A COST PER UNIT WITHOUT REGARD TO THE TYPE OF DISTRICT IN WHICH THE CHILD RESIDES OR IN WHICH HE ATTENDS SCHOOL.

(3) THE OHIO DEPARTMENT OF EDUCATION SHOULD DEVELOP A MASTER PLAN TO COORDINATE THE UTILIZATION AND MANAGEMENT OF ALL FUNDS EARMARKED FOR THE EDUCATION OF THE HANDICAPPED.

(4) EDUCATIONAL ACCOUNTABILITY IN SPECIAL EDUCATION PROGRAMS SHOULD GO BEYOND THE FOLLOW-UP STUDIES NOW BEING CONDUCTED. MEASURABLE INSTRUCTIONAL OBJECTIVES FOR THE INDIVIDUAL CHILD SHOULD BE WRITTEN & VALIDATED FOR EACH AREA OF THE HANDICAPPED AND AT EACH LEVEL OF DEVELOPMENT. THESE BEHAVIORAL OBJECTIVES SHOULD BE APPLIED TO EACH PROGRAM TO ASSIST IT IN DETERMINING ITS EFFECTIVENESS IN SERVING HANDICAPPED CHILDREN AND YOUTH.

PART II

PROGRAM PLANNING

PART II: PROGRAM PLANNING

A. HEARING IMPAIRED PROGRAM

GOAL

The basic goal is to develop a comprehensive quality program for all hearing impaired children from pre-school through high school.

ASSUMPTIONS

(1) Most identified hearing impaired children requiring special class placement are presently being served.

(2) Many Rubella children with more subtle deficiencies will be identified as hearing impaired after having been enrolled in a regular school program.

(3) As in the past, a small number of children enrolled in a regular school will continue to be identified and require special programming and services.

OBJECTIVES

The objectives of the program are:

(1) Develop consultant-supervisory services to serve all programs.

(2) Expand the secondary program with emphasis on work study.

(3) Provide continuous program for children who are presently enrolled.

(4) Continue to identify and place children in need of services for hearing impaired.

PRIORITIES

The priorities for the 1971-73 biennium are:

(1) Expand supervisory services to serve all teachers.

(2) Expand the secondary program with emphasis on work study.

(3) Provide continuous program for children who are presently enrolled.

UNIT REQUESTS—NEXT BIENNIUM

Unit requests to meet the above objectives:

School Year 1971-72—Hearing Impaired—Deaf

5 Elementary Units
5 Secondary Units
5 Other Units including Supervisors, Workstudy Coordinators, and Audiologists
+15 Total Units

School Year 1972-73—Hearing Impaired—Deaf

2 Elementary Units
5 Secondary Units
3 Other Units, including Supervisors, Workstudy Coordinators, and Audiologists
+10 Total Units

School Year 1971-72—Hearing Impaired—Hard of Hearing

3 Elementary Units

School Year 1972-73—Hearing Impaired—Hard of Hearing

2 Elementary Units

SUMMARY OF UNIT REQUESTS, 1971-1975

School Year 1971-72—Hearing Impaired

No. of Units Deaf +15, Hard of Hearing +3, Total +18

School Year 1972-73—Hearing Impaired

No. of Units Deaf +10, Hard of Hearing +2, Total +12

School Year 1973-74—Hearing Impaired

No. of Units Deaf +10, Hard of Hearing +5, Total +15

School Year 1974-75—Hearing Impaired

No. of Units Deaf +10, Hard of Hearing +5, Total +15

B. VISUALLY HANDICAPPED PROGRAM

GOAL

The basic goal is to develop a comprehensive quality program for visually handicapped children from pre-school through high school.

ASSUMPTIONS

(1) Most identified visually handicapped children are being served.

(2) Rubella children will be identified as visually handicapped as they enter the primary grades.

(3) There are some visually handicapped children in regular class who, upon proper evaluation, will need special services.

OBJECTIVES

The objectives of the program are to:

(1) Develop consultant-supervisory services to serve all programs.

(2) Expand the secondary program to include work study.

(3) Develop a mobility program.

(4) Develop a pre-school program.

(5) Provide continuous program for children who are presently enrolled.

PRIORITIES

The priorities for the 1971-73 biennium are to:

(1) Expand the supervisory services to serve all teachers.

(2) Expand the secondary program to include work study.

(3) Develop a pre-school program.

UNIT REQUESTS—NEXT BIENNIUM

Unit requests to meet the above objectives:

School Year 1971-72

2 Pre-school Units
1 Elementary Unit
2 Secondary Units
3 Other Units, including Supervisors, Workstudy Coordinators, and Mobility Specialists.
+8 Total Units

School Year 1972-73

1 Pre-School Unit
1 Elementary Unit
2 Secondary Units
2 Other Units including Supervisors, Workstudy Coordinators, and Mobility Specialists.
+6 Total Units

SUMMARY OF UNIT REQUESTS, 1971-1975

School Year 1971-72

No. of Units, Total +8

School Year 1972-73

No. of Units, Total +6

School Year 1973-74

No. of Units, Total +6

School Year 1974-75

No. of Units, Total +6

C. ORTHOPEDICALLY HANDICAPPED PROGRAM

GOAL

The basic goal is to develop a comprehensive quality program for all orthopedically handicapped children from pre-school through high school.

ASSUMPTIONS

(1) Most urban elementary crippled children requiring special class placement are presently being served.

(2) The needs of many secondary children are not being met in regular class or with Home Instruction.

(3) Some children presently on Home Instruction will be brought into secondary program as it is established.

(4) The population of orthopedically handicapped children will remain severely crippled.

(5) The necessary ratio of Physical Therapists (PT's) is one therapist to five classes.

(6) The necessary ratio of Occupational Therapists (OT's) is one therapist to eight classes.

OBJECTIVES

The objectives of the program are to:

(1) Develop consultant-supervisory services to serve all programs.

(2) Develop secondary program with emphasis on work study.

(3) Provide continuous program for children who are presently enrolled.

(4) Expand the number of OT's and PT's to meet recommended ratios.

(5) Open program in northwestern Ohio.

PRIORITIES

The priorities for the 1971-73 biennium are to:

(1) Expand supervisory services to serve all teachers.

(2) Develop secondary programs with emphasis on work study.

(3) Provide continuous program for children who are presently enrolled.

(4) Expand the number of OT's and PT's providing services.

UNIT REQUESTS—NEXT BIENNIUM

Unit requests to meet the above objectives:

School Year 1971-72

6 Elementary Units
4 Secondary Units
4 Other Units including OT's, PT's, Supervisors, Workstudy Coordinators
+14 Total Units

School Year 1972-73

3 Elementary Units
4 Secondary Units
5 Other Units including OT's, PT's, Supervisors, Workstudy Coordinators
+12 Total Units

SUMMARY OF UNIT REQUESTS

School Year 1971-72

No. of Units, Total +14

School Year 1972-73

No. of Units, Total +12

School Year 1973-74

No. of Units, Total +16

School Year 1974-75

No. of Units, Total +16

D. LEARNING AND BEHAVIOR DISORDERS

GOAL

The basic goal is to provide a comprehensive quality program for learning and behavior disordered children.

ASSUMPTIONS

(1) Five percent (5%) of the children in grades 1-6 need some special help. Some of them will need only extra help from the regular classroom teacher, some require additional help (tutoring) while remaining in regular classes, and some require special class placement.

(2) The enrollment for self-contained classes will be ten (10) students.

(3) The age range for the program will remain at 6 to 14 years.

(4) Regular Class Intervention (tutoring) will average sixteen (16) students per professional.

(5) The number of units for Emotionally Handicapped will remain relatively stable.

OBJECTIVES

The objectives for the program are to:

(1) To build comprehensive programs for children with learning disabilities and behavioral disorders.

(2) To develop a teacher-consultant network operating in each county by 1975.

(3) Explore new program models to more efficiently and effectively serve children with disruptive behavior and/or learning difficulties.

PRIORITIES

The priorities for the 1971-73 biennium are to:

(1) Further develop the teacher-consultant network.

(2) Concentrate on programs for primary children.

(3) Develop programs modeled to serve varying degrees of disabilities.

UNIT REQUESTS—NEXT BIENNIUM

Unit requests to meet the above objectives:

School Year 1971-72

20	Teacher Consultants
100	Primary Units
55	Intermediate Units
+175	Total Units

School Year 1972-73

20	Teacher Consultants
100	Primary Units
55	Intermediate Units
+175	Total Units

SUMMARY OF UNIT REQUESTS, 1971-1975

School Year 1971-72

No. of Units, Total +175

School Year 1972-73

No. of Units, Total +175

School Year 1973-74

No. of Units, Total +200

School Year 1974-75

No. of Units, Total +200

E. INDIVIDUAL SERVICES PROGRAM

GOAL

The basic goal is to provide a comprehensive quality program of individual services for all handicapped children in need of such services.

ASSUMPTIONS

(1) The number of applications for individual services will increase.

(2) Additional personnel will need to be trained to provide appropriate instructional services.

(3) A significant percentage of handicapped children requiring individual services are not now being served.

OBJECTIVES

The objectives of the program are:

(1) Expedite administrative procedures so that the children might receive the appropriate individual services more quickly.

(2) Improve the quality of home instruction and tutoring through pre-service training and in-service staff development.

(3) Coordinate transportation services on an area or regional basis.

PRIORITIES

The priorities for the 1971-73 biennium are:

(1) Develop administrative procedures for individual services in selected school systems.

(2) Develop coordinated transportation systems in selected metropolitan regions.

SUMMARY OF BUDGET REQUESTS, 1971-1975

(1) 1971-72 School Year, +$.60 million, Total 4.0 million

(2) 1972-73 School Year, +$.65 million, Total 4.65 million

(3) 1973-74 School Year, +$.65 million, Total 5.3 million

(4) 1974-75 School Year, +$.70 million, Total 6.0 million

F. CLINICAL SERVICES PROGRAM

GOAL

The basic goal is to provide evaluation and recommendations for appropriate educational placement for handicapped children.

ASSUMPTIONS

(1) There will continue to be a small percentage of handicapped children for whom local school districts will require assistance in providing educational evaluations and placement.

(2) Some handicapped children's educational problems are such that valid assessment requires the combined efforts of several professionals over a period of time.

(3) There will continue to be some children whose educational progress and program is contingent upon medical evaluation and management.

OBJECTIVES

The objectives of the Clinical Services Program are to:

(1) Provide a full-time clinic team including clinic coordinator, educational evaluation team, medical evaluation team, diagnostic teachers, and a social services team.

(2) Provide facilities for short-term housing of handicapped children and their parents.

(3) Provide classrooms for short-term diagnostic teaching procedures.

PRIORITIES

Priorities for the 1971-73 biennium are to:

(1) Provide more adequate follow-up with local school personnel, the medical profession, and other agencies concerned with the child.

(2) Expand the clinic staff.

(3) Expand the clinic facilities.

SUMMARY OF BUDGET REQUESTS, 1971-1975

(1) Additional facilities—No cost estimates are given because of the possibility that existing facilities could be remodeled and used for these purposes.

(2) Additional personnel—6 professionals, 1 clerical.

(3) Total +$130,000*

*No fund source identified at this time.

G. EDUCABLE MENTAL RETARDATION

GOAL

The purpose of this plan is to establish the most efficient and effective program to serve all children in Ohio identified as educable mentally retarded.

ASSUMPTIONS

(1) Approximately four per cent of the school age population of the state are identified as educable mentally retarded.

(2) The current program model being implemented is the most effective that has been developed to date.

(3) A *comprehensive program* consisting of elementary and secondary units, including a work-study component, and leading to graduation is essential for quality education of the educable mentally retarded.

(4) In order to sustain a comprehensive program, from 70 to 85 pupils need to be identified within a specific district or area.

(5) Quality programs are maintained only when consultant-supervisors are available to special class teachers.

(6) Work-study programs are most effective when they operate through the services of a full-time coordinator.

(7) To justify the approval of full-time work-study coordinator units, approximately 50 EMR pupils, who are available for community work placement are required.

OBJECTIVES

(1) To allocate sufficient units to serve all EMR school age students.

(2) To assure that each unit will be served by qualified teachers.

(3) To allocate only those units that are part of or leading to comprehensive programs.

(4) To establish functional measurable educational objectives for each level of program.

(5) To seek out and test alternate program models for effectiveness and efficiency.

(6) To establish a network of consultant-supervisors which will serve each classroom unit.

(7) To establish a network of full-time work-study coordinators to serve each high school program.

(8) To support the development of an I.R.M.C. network which will serve each comprehensive program.

PRIORITIES

Approve those units that meet State Board of Education Standards in the following order of priority:

(1) Those units that school districts have committed to EMR program development by funding without state aid within state standards for one year.

(2) Consultant-supervisory units.

(3) Full-time work-study coordinators.

(4) Those units which will complete a compresensive program according to a previously submitted plan.

(5) Those units required to serve pupils who are already in the program (vertical expansion).

(6) Those units required to serve pupils who are not in program but reside in a district where a comprehensive program currently exists (horizontal expansion).

(7) Those units to serve pupils who are not in program and reside in a district that has had no program, where a plan to develop a comprehensive program has been submitted and approved.

UNIT REQUESTS—NEXT BIENNIUM

Unit requests to meet the above objectives:

School Year 1971-72

+ 16 Consultant-Supervisor
+ 25 Work-study coordinator
+306 Classroom
  (82) High School
  (91) Junior High
  (75) Intermediate
  (58) Early Elementary
+347 Total Units

School Year 1972-73

+ 16	Consultant-Supervisor
+ 25	Work-study coordinator
+337	Classroom
	(91) High School
	(96) Junior High
	(78) Intermediate
	(72) Early Elementary
+378	Total Units

SUMMARY OF UNIT REQUESTS, 1971-1975

School Year 1971-72
No. of Units, Total +347

School Year 1972-73
No. of Units, Total +378

School Year 1973-74
No. of Units, Total +374

School Year 1974-75
No. of Units, Total +404

H. ACADEMICALLY GIFTED

GOALS

(1) To promote the development of a comprehensive program of quality education for gifted children from pre-school through senior high school.

(2) To assist in the expansion of an educational program to increase responsible social leadership among the Academically Gifted.

ASSUMPTIONS

(1) No earmarked state or federal funds will be available to support programs for the Academically Gifted.

(2) Acceleration programs will continue such as:
(a) advanced placement
(b) underage admissions

OBJECTIVES

(1) Promote the development of new program models such as:
(a) education for responsible social leadership
(b) work study placement for gifted pupils

(2) Explore alternate sources of funding to support programs for the Academically Gifted.

(3) Represent the Division of Special Education and the Ohio Department of Education in meetings with:
(a) The Association for the Gifted of the Council of Exceptional Children
(b) The Ohio Association for Gifted Children.

(4) Make on-site visits to existing program models.

(5) Consult with leadership personnel in universities and schools relative to new program models for Gifted Children.

(6) Improve communications with the Advanced Placement Program.

PRIORITIES

(1) Promote new program models such as:
  (a) education for responsible social leadership
  (b) work study placements

(2) Represent the Division of Special Education and the Ohio Department of Education in meetings with:
  (a) The Association for Gifted Children of the Council of Exceptional Children
  (b) The Association for Gifted Children

(3) Visit existing programs.

(4) Investigate alternate sources of funding.

(5) Improve communication with the Advanced Placement Program and leadership personnel in the schools and universities.

I. SCHOOL PSYCHOLOGY

GOALS

(1) Expand program to provide services to all handicapped children.

(2) Increase efficiency and effectiveness of existing program.

(3) Make school psychological services available to all children and their parents residing in Ohio School Districts.

ASSUMPTIONS

(1) Changes in program models will not alter staff needs.

(2) Unit increase is 50% of interns trained each year.

OBJECTIVES

(1) Meet state staffing requirements of
  (a) 1/5,000 by 1971-72
  (b) 1/3,000 by 1974-75

(2) Stabilize the number of interns at 150 by 1971-72 thru 1975.

(3) Develop multi-district service centers to:
  (a) Provide management and development services.
  (b) Provide multiple intern training centers.
  (c) Explore new models for psychological services:
    1. as a consultant in behavior modification and diagnostic teaching, and crisis intervention;
    2. as a consultant in the prevention of emotional problems, learning disabilities, and behavioral disorders.

(4) Develop a network of regional diagnostic and prescriptive clinics as part of the Regional Service Center to provide direct services to schools and re-evaluate the total evaluation process for handicapped children.

(5) Develop a pupil services team approach to the problems of children.

(6) Improve the quality of university training programs.

(7) Assist regional centers and professional organizations to plan for change in school psychology.

PRIORITIES (1971-73 biennium)

(1) Plan for the development of school psychological services in areas without services.

(2) Approve 5 demonstration projects per year.

(3) Approve 5 additional supervisory units per year.

(4) Continue the development of the multiple intern training center.

(5) Approve 16 additional intern units.

UNIT REQUESTS—NEXT BIENNIUM

School Year	*Units* *School Psychology*		*Intern*	
1971-72	+70			
	Demonstration + 5			
	Supervision + 5			
	+80		+16	Total +96
1972-73	+75			
	Demonstration + 5			
	Multi-District Center + 5			
	+85		—	Total +85

SUMMARY OF UNIT REQUESTS, 1971-1975

School Year 1971-72, Total +96

School Year 1972-73, Total +85

School Year 1973-74, Total +85

School Year 1974-75, Total +85

J. SPEECH AND HEARING THERAPY PROGRAM

GOAL

The general goal is to establish a quality program for all children from kindergarten through grade 12 who have speech, hearing, and/or language disorders.

ASSUMPTIONS

(1) The incidence of speech, hearing, and language disorders is 5%. (125,000 children).

(2) The mean case load will be 125 children.

OBJECTIVES

The objectives of the program are to:

(1) Meet State staffing requirements of 1,000 therapists by 1974-75 school year.

(2) Explore new roles and functions through research and demonstrations projects.
   (a) Identify the need and job description of an audiologist in the sc ıools.
   (b) Continue expanding prevention services (speech improvement) in all areas of the state.
   (c) Define and expand methods for diagnosis and treatment of children with central auditory and language disorders.

(3) Specify requirements and feasibility of funding units and formulating standards for audiologists, speech improvement teachers and language therapists.

(4) Develop a supervisory network and be an integral part of regional diagnostic and prescriptive centers.

(5) Define new program standards based on research and demonstration projects.

PRIORITIES

The priorities for the 1971-73 biennium are to:

(1) Approve units unfunded in previous years.

(2) Approve supervisory and resource therapy units.

(3) Approve units to districts which previously had services but lost them.

(4) Approve units to non-urban counties where no program is presently available.

(5) Approve research and demonstration units.

(6) Approve units to school districts where the professional staff/student ratio is extremely high.

UNIT REQUESTS—NEXT BIENNIUM

These unit requests are designed to meet the above objectives:

School Year 1971-72

No. of Units—70 regular units (includes 3 research and demonstration units.)

School Year 1972-73

No. of Units—70 regular units (includes 2 research and demonstration units.)

SUMMARY OF UNITS REQUESTED, 1971-1975

School Year 1971-72, Total Units +70

School Year 1972-73, Total Units +70

School Year 1973-74, Total Units +70

School Year 1974-75, Total Units +70

K. VISITING TEACHER SERVICE

GOAL

To assist in the development of an organized, systematic program to improve the quality and quantity of visiting teacher service to:

(1) Individual children

(2) Parents and school personnel

(3) Community resources and agencies

ASSUMPTIONS

(1) No earmarked state or federal funding will be available to support a program of visiting teacher services.

(2) Proposed certification changes will make available an increased supply of school social workers to the schools.

(3) Visiting teacher services in major urban areas will become decentralized to meet the whole range of social, economic, and personal problems of children and families.

(4) Utilization of para-professionals in major urban areas will aid delivery of visiting teacher services.

(5) There will be no significant changes in:
   (a) Child Labor Laws
   (b) Age and Schooling Certificates

OBJECTIVES

(1) Represent the Division of Special Education and the Ohio Department of Education in meetings with:
   (a) The Ohio Visiting Teacher Association
   (b) The Five regional Ohio Visiting Teacher Associations

(2) Make on-site visits to program models in major urban areas.

(3) Develop status survey of visiting teachers to determine issues, trends and problems.

(4) Publish data relative to the current status of visiting teacher services.

(5) Explore alternate sources of funding to support programs for visiting teacher services.

(6) Promote development of new or more efficient approaches for delivery of visiting teacher services in Ohio such as:
   (a) decentralization
   (b) utilization of para-professionals
   (c) teaming
   (d) coordination with other divisions within the Ohio Department of Education, County Juvenile Courts, and the Ohio Youth Commission
   (e) consult with university and community leadership personnel
   (f) sponsoring conferences for selected visiting teacher personnel

(7) Communicate with visiting teachers through periodic contributions in regional and state Visiting Teacher Association publications.

PRIORITIES

(1) Represent the Division of Special Education and the Ohio Department of Education in meetings with:
   (a) the Ohio Visiting Teacher Association
   (b) the five regional Visiting Teacher Associations
(2) Visit existing programs in major cities.
(3) Develop and conduct status survey and interpret implications for future development and publish findings.
(4) Investigate alternate sources of funding.
(5) Investigate new and more efficient models for delivery of visiting teacher services through such activities as:
   (a) three one day conferences for fifteen (15) selected visiting teachers
   (b) coordination with other departments and divisions in state and county government
   (c) consultation with university and community leadership personnel

L. SCHOOL HEALTH SERVICES

GOAL

To assist in the development of a comprehensive, quality program to meet the health needs of school age children.

ASSUMPTIONS

(1) No earmarked state or federal funding will be available to support a program for school nurses.
(2) No certificate for school nurses will be available.
(3) School districts will continue to employ school nurses either directly or such services will be supplied by county or district health departments.
(4) There will be increasing demands for delivery of health information and services to school age children and their families.
(5) A greater proportion of school nurses will be employed in major urban areas.

OBJECTIVES

(1) Publish status survey of public school nurses.
(2) Represent the Division of Special Education and the Ohio Department of Education in meetings with:
   (a) professional organizations of school nurses,
   (b) regional, state and local health organizations.
(3) Explore existing models for delivery of health services.
(4) Explore alternate sources of funding to support programs for school health services.

PRIORITIES

(1) Publish status survey.
(2) Visit selected existing models in contrasting areas that provide:
   (a) direct services
   (b) indirect services provided by county or district departments of health

(3) Represent the Division of Special Education and the Ohio Department of Education in meetings with:
   (a) Mid-Ohio Health Planning Federation
   (b) Ohio Department of Health—Division of Nursing
   (c) Ohio Nurses Association
   (d) State Health Planning Committee for Health Education in Ohio

M. ATTENDANCE — CHILD ACCOUNTING

GOAL

To assist schools in the development of a coordinated, comprehensive system for child accounting services.

ASSUMPTIONS

(1) No earmarked state or federal funding will be available to support a program for child accounting services.

(2) There will be no significant changes in procedures for issuing age and schooling certificates.

(3) There will be no significant change in child labor laws.

(4) A system of attendance records is established to provide attendance data as required by:
   (a) the Ohio Department of Education
   (b) administrative heads of local school districts

(5) Accurate enrollment records as required by local administrators are maintained.

(6) A system to account for school drop-outs and transfers of pupils is maintained.

OBJECTIVES

(1) Investigate systems of computerized school census and attendance data.

(2) Recommend methods of computerizing school census and attendance data.

(3) Provide consultation to school personnel in administration and interpretation of laws pertinent to:
   (a) Age and Schooling Certificates—Chapter 3331 R.C.
   (b) School Attendance—Chapter 3321 R.C.

(4) Develop and maintain a file of information on laws pertinent to student rights and responsibilities.

(5) Develop a workable formula for computing excess tuition costs for handicapped children.

PRIORITIES

(1) Explore methods of computerizing data.

(2) Recommend procedures of computerizing school census and attendance data.

(3) Provide consultation services.

(4) Develop excess costs formula.

PART III

REGIONAL PLANNING

PART III: REGIONAL PLANNING

A. OHIO'S PLAN FOR THE DEVELOPMENT OF SPECIAL EDUCATION PROGRAM PLANNING AND DEVELOPMENT CENTERS

RATIONALE

Special education programs and services in Ohio have experienced unprecedented growth in the 1960's, i.e., from 80,000 children served in 1960-61 to over 200,000 served in 1970. The continuation of this accelerating growth rate will soon assure that every identifiable handicapped child in the state will receive appropriate services. In some areas of handicap such as hearing impaired, visually handicapped, and orthopedically handicapped, this goal could be realized almost immediately. Yet it is not economically feasible for small rural and suburban school districts to establish programs for these handicaps which have such a low incidence in the general population. A regional program seems to be the best organizational approach to educating these children.

Special education programs need certain components if they are to be effective in meeting the needs of handicapped children, i.e., strong leadership, psychological services, instructional resource and material centers, teacher consultant services, workstudy coordination services, etc. As with low incidence handicap programs, it is not economically feasible for smaller school districts to provide these services which are necessary to conduct a quality comprehensive special education program.

It has become increasingly clear that a school age population base of 100,000 to 150,000 is necessary to provide comprehensive special education programs and services to all handicapped children. Further, a more effective and efficient program will result if it is coordinated by one administrative unit. It is also clear that the Division of Special Education cannot provide the necessary supervisory and consultant services to programs throughout the entire state.

The need for an organizational structure which would provide for joint planning among all districts within a specified region is increasingly evident as special education programs grow and competition for financial resources becomes more intense.

PURPOSE

The major goal of Ohio's Special Education Planning and Program Development Centers is the implementation of quality comprehensive special education programs and services for handicapped children. Initiation of new and expansion of existing programs and services through joint planning and cooperation among school districts in the region to serve an increased number of handicapped children has been the major thrust of the SEPPDC to date.

PROCEDURES

Administrative: Regional SEPPDC projects in Ohio, while funded under Title VI-A, ESEA, through a single school district as the fiscal agent, include a number of cooperating school districts. Each SEPPDC project functions under the guidance of a governing board comprised of superintendents or designated representatives from the participating school districts. Governing board actions adhere to state guidelines developed by the Division of Special Education and the State Auditor's Office.

Program:

The following are potential functions of Ohio's SEPPDC:

(1) *Development of Comprehensive Special Education Programs*

(a) Develop and facilitate plans for cooperative and coordinated arrangements for services and programs to handicapped children and youth.

1. Conduct an incidence study of handicapped children including location of all such children in the region.
2. Establish and maintain a central registry for all categories of handicapped children and youth—birth thru 21 years of age.
3. Survey of available area facilities to serve handicapped children.
4. Evolve master plan for the development of facilities, services and programs for the education of handicapped children.

(b) Facilitate the development of a school unit of the Bureau of Vocational Rehabilitation.

(c) Facilitate the development of professional supervision, curriculum development and program continuity in all areas of Special Education.

(d) Develop community awareness of Special Education programs and the needs of handicapped children.

(2) *Diagnostic Services and Resources*

(a) Develop a directory of diagnostic services and community agencies serving handicapped children and youth.

(b) Assist school districts in establishing and operating diagnostic teaching units to serve all areas of Special Education.

(c) Develop and operate a planned program of education and counseling for parents of handicapped children.

(3) *Staff Development*

(a) Establish and operate an instructional resource and materials center to serve children, teachers and administrators in Special Education.

(b) Develop and maintain a professional reference library for Special Education.

(c) Develop and operate an on-going staff development program for teachers and administrators in Special Education.

1. Support the development of professional organizations in Special Education.
2. Assist teachers in developing a plan to meet certification requirements in Special Education.
3. Coordinate plans and implement intern training programs, student teaching and cadet programs for professionals in Special Education.
4. Assist in the recruitment of professional personnel for Special Education in the region.

(4) *Evaluation*

(a) Development of resources for assisting school districts and other Title VI-a projects in evaluation procedures.

(b) Assist school districts in establishing demonstration programs to evaluate new program models in Special Education.

1. Design and conduct program evaluation to facilitate decision-making in regard to programs and services in Special Education.
2. Facilitate the development of professional supervision, curriculum development and program continuity in all areas of Special Education.

(c) Compile, analyze and disseminate major project findings and recommendations.

PRESENT PROGRAM

Ohio SEPPDC's presently include 14 regional centers providing services to some 278 school districts in 45 of the State's 88 counties. The geographical areas covered by the centers range in size from part of one county to 9 counties.

The centers are funded under Title VI-A, ESEA, with total grants for the 1971 fiscal year amounting to some $422,000.00 or an average of $30,000.00 per center. Each center is presently staffed with one director and one secretary.

Special Education units operating in SEPPDC regions will increase by 20% in 1970-71 largely as a result of the planning efforts accomplished within those regions. This represents a total estimated increase of 2,500 handicapped children enrolled in special education programs in 1970-71.

FUTURE

(1) Continue to expand present SEPPDC's and fund new ones to obtain coverage of the entire state—to 15 regional centers as indicated in proposed long range management objectives.

OHIO'S SPECIAL EDUCATION PROGRAM PLANNING AND DEVELOPMENT CENTERS—Title VI-A, ESEA, F.Y.-71

ATHENS, PERRY, MORGAN, HOCKING, VINTON, MEIGS, GALLIA, AND JACKSON COUNTIES
Fiscal Agent:
Athens County School District
Mr. John Palmer, Coordinator
38-011 N. McKinley Avenue
Athens, Ohio 45701
Phone: 614-593-3511

CRAWFORD, WYANDOT, AND MORROW COUNTIES
Fiscal Agent:
Crawford County School District
Mr. Louis Cardamone, Coordinator
245 Woodlawn Avenue
Bucyrus, Ohio 44820
Phone: 419-562-4040

EASTERN CUYAHOGA COUNTY
Fiscal Agent:
South Euclid-Lyndhurst City School District
Dr. Rico F. Pallotta, Coordinator
Rowland School
4300 Bayard Road
South Euclid, Ohio 44121
Phone: 216-381-2347

FAIRFIELD COUNTY
Fiscal Agent:
Lancaster City School District
Mr. Thom Cooper, Coordinator
345 Mulberry Street
Lancaster, Ohio 43130
Phone: 614-653-7119

FRANKLIN COUNTY
Fiscal Agent:
Franklin County School District
Dr. Robert Carlson, Coordinator
52 Starling Street
Columbus, Ohio 43215
Phone: 614-463-9828

GREEN, FAYETTE, CLINTON, AND HIGHLAND COUNTIES
Fiscal Agent:
Wilmington City School District
Mr. James Workman, Coordinator
576 West Main Street
Wilmington, Ohio 45177
Phone: 513-382-1641

LAKE COUNTY
Fiscal Agent:
Mentor Ex. Village School District
Dr. Thomas Noffsinger, Coordinator
Garfield Elementary School
7090 Hopkins Street
Mentor, Ohio 44060

LORAIN, ERIE, AND MEDINA COUNTIES
Fiscal Agent:
Lorain County School District
Mr. Wallace Coleman, Coordinator
420 West Third Street
Elyria, Ohio 44035
Phone: 216-322-4924

MADISON AND UNION COUNTIES
Fiscal Agent:
Madison County School District
Mr. Lee Spade, Coordinator
59 North Main Street
London, Ohio 43140
Phone: 614-852-2163

MONROE, NOBLE, AND WASHINGTON COUNTIES
Fiscal Agent:
Washington County School District
Mr. Joe Hedrick, Coordinator
215 Second Street
Marietta, Ohio 45750
Phone: 614-374-9854

ROSS AND PICKAWAY COUNTIES
Fiscal Agent:
Union-Scioto Local School District
Mrs. Helen Castle, Coordinator
R.R. 1, Chillicothe, Ohio 45601
Phone: 614-774-3660

TRUMBULL, MAHONING, AND COLUMBIANA COUNTIES
Fiscal Agent:
Trumbull County Board of Education
Mr. Garrett Conners, Coordinator
303 Mahoning Avenue
Warren, Ohio 44483
Phone: 216-392-8111

TUSCARAWAS, HOLMES, MUSKINGUM, GUERNSEY, HARRISON, BELMONT, JEFFERSON, AND CARROLL COUNTIES
Fiscal Agent:
Tuscarawas County Board of Education
Mr. Roger Viers, Coordinator
261 West High Avenue
New Philadelphia, Ohio 44663
Phone: 216-364-2614

WARREN, BUTLER, AND CLERMONT COUNTIES
Fiscal Agent:
Warren County Board of Education
Mr. Gerald Powell, Coordinator
Suite 301, Bank Building
Lebanon, Ohio 45036
Phone: 513-932-3851

Special Education Program Planning and Development Centers
1971

OHIO'S SPECIAL EDUCATION PROGRAM PLANNING AND DEVELOPMENT CENTERS — TITLE VI-A, ESEA

1969-70 SPECIAL EDUCATION UNITS IN EACH REGION

AREA	DEAF & HARD OF HEARING	VISUAL HANDI-CAPPED	CRIP-PLED	NEURO. HANDI-CAPPED	N.H. TCH. CONS.	EMOT. HANDI-CAPPED	EMR CLASSES	EMR SUPV. CONS.	EMR W-ST COORD.	SPEECH THERAPY	CHILD STUDY	TOTAL UNITS	TOTAL ADM.	SCHOOL DISTS.	COUNTIES
ATHENS	—	—	—	—	—	—	61.0	1.0	—	9.8	1.0	72.8	45,809	25	8
CRAWFORD	—	—	—	—	—	1.0	35.5	—	—	4.7	1.0	42.2	40,101	18	4
E. CUYAHOGA	16.0	1.0	3.0	—	—	21.0	60.9	—	—	24.9	18.0	144.8	87,625	15	.5
FAIRFIELD	—	—	—	—	—	—	32.0	—	—	5.1	3.0	40.1	17,989	8	1
FRANKLIN	31.0	15.0	28.0	57.0	3.0	19.0	217.0	4.0	4.0	51.1	26.6	455.7	189,013	17	1
GREEN	—	—	—	2.0	1.0	1.0	69.0	1.0	3.0	15.3	6.3	98.6	56,335	18	4
LAKE	—	1.0	1.0	1.0	—	5.0	38.0	1.0	1.0	16.0	8.0	72.0	47,025	9	1
LORAIN	5.0	1.0	—	4.0	—	4.0	106.3	1.0	3.0	30.7	20.0	175.0	107,126	28	3
MADISON	—	—	—	—	—	—	4.0	—	—	2.8	1.5	8.3	13,038	7	2
ROSS	—	—	1.0	—	—	1.0	20.0	—	—	1.4	—	23.4	23,647	11	2
TRUMBULL	10.0	3.0	8.0	3.0	—	—	163.6	3.0	2.0	21.4	25.1	241.1	143,457	47	3
TUSCARAWAS	12.0	—	4.4	4.0	1.0	—	95.5	—	—	9.6	7.2	133.7	106,299	40	9
WASHINGTON	—	—	—	4.0	1.0	1.0	18.8	—	1.0	6.0	3.8	35.6	22,142	9	3
WARREN	—	2.0	4.0	1.0	—	6.0	147.0	3.0	2.0	19.5	19.0	203.5	102,509	26	3
TOTAL	74.0	22.0	49.4	76.0	6.0	59.0	1068.6	14.0	16.0	220.3	140.5	1739.8	1,002,115	278	44.5
PERCENT OF STATE TOTAL	31	29	28	35	27	40	39	39	36	35	29	36	41	44	51

B. OHIO'S PLAN FOR A SPECIAL EDUCATION INSTRUCTIONAL RESOURCE AND MATERIALS CENTERS NETWORK

RATIONALE

Since July, 1967, the Ohio Division of Special Education has been cooperating with the Regional Instructional Materials Center at Michigan State University to provide consultant services to Ohio's schools. Several important observations and conclusions have been validated during the time this program has been in operation:

(1) The IRMC is a viable concept for the improvement of instruction for handicapped children. It is a very acceptable, desirable, non-threatening and effective approach to classroom teachers.

(2) The entire field of educational media is being stimulated by federal programs and the national network of centers.

(3) Teachers of handicapped children:

  (a) Usually select their own materials.

  (b) Need professional help in this selection.

  (c) Want to see materials.

  (d) Want to have materials demonstrated.

  (e) Are unwilling to travel many miles to visit a center for these services.

It became increasingly clear that in order to provide better services to individual teachers of handicapped children throughout the state it would be necessary to develop centers in local school settings. Services would then become more effective in that they would be more convenient and could be more appropriately directed to the needs in that particular service area. Further, it became evident that greater benefit would accrue to these centers if they functioned as a network. Cooperation in sharing experiences and information would minimize errors and expedite the development of more meaningful achievements and services.

PURPOSE

The major goal of the Ohio Special Education Instructional Resource and Materials Center Network is to improve the education of all handicapped children in the state. The network is designed to provide services to all professional personnel who are concerned and involved with the education of handicapped children. The following are specific objectives for Ohio's Instructional Resource and Materials Centers:

(1) To develop and implement continuing staff development in school districts so that the special educators in the region will demonstrate:

  (a) Increased knowledge of the various instructional materials available on the market.

  (b) Increased skill in the use of instructional materials and equipment in the classroom.

  (c) Increased skill in selecting appropriate and effective instructional materials according to individual student needs.

  (d) Increased skill in bringing about favorable behavioral changes among handicapped children.

  (e) Increased skill in the use of instructional materials in the directive teaching approach.

(2) To develop and implement methods for obtaining and disseminating information regarding instructional materials so that special educators will demonstrate:

(a) Increased knowledge of the effectiveness of instructional materials in achieving specific instructional objectives.

(b) Increased skill in evaluating the effectiveness of instructional materials.

PROCEDURES

Administrative: Regional IRMC projects in Ohio, while funded under Title VI-A, E.S.E.A., through a single school district as the fiscal agent, include a number of cooperating school districts. Each IRMC project functions under the guidance of a governing board comprised of superintendents or designated representatives from the participating school districts.

Governing board actions adhere to state guidelines developed by the Division of Special Education and the State Auditor's Office.

Materials in each center are organized and cataloged according to a statewide system called the Ohio Cataloging and Information Retrieval System (OCIRS). This is a card cataloging system which could be converted to a computer system at a later date. The system not only provides a means for organizing materials but also provides descriptor information on each material item in four areas, i.e.: curricular area, interest-achievement level, and skill area. Basic cataloging procedures are accomplished at one central location.

PROGRAM

Improvement of instruction is the primary program objective of each regional IRMC. The acquisition, distribution, and evaluation of instructional materials are secondary components and are vehicular in nature to the primary objective. Meetings, workshops, group and individual conferences, demonstrations of materials, materials fairs, consultation services, etc., are procedures which comprise the majority of each IRMC's activities. In accordance with the objectives of the IRMC, these activities are primarily conducted in local school districts rather than in the center.

Each center is involved in the supervision of numerous "mini" studies conducted in the special education classrooms of the region. Such studies deal with the use of instructional materials and techniques in achieving specific instructional objectives.

They are designed to demonstrate a direct impact on the learning and behavior of handicapped children.

Materials are evaluated with regard to their effectiveness in the learning situation. This information is gathered through formal field testing procedures. For example, evaluation instruments have been developed by each IRMC to be completed by teachers each time materials are used. This information is compiled and disseminated throughout the region and state. Other activities of each IRMC include publication and dissemination of a newsletter and other publications, involvement of master teachers on an advisory board and other work committees, and facilitating the development of teacher made materials.

EVALUATION

Consultant services in the areas of program planning, management and evaluation are provided each regional IRMC by the Division of Special Education. These services include the following:

(1) Development of leadership activities for professional personnel working with handicapped children through a systematic inservice education program dealing with management, evaluation, and program concepts.

(2) Assist project coordinators, governing boards, and school districts in developing measurable operational objectives which lend themselves to greater direct educational impact for handicapped children.

(3) Assist project coordinators and governing boards to develop adequate evaluation designs for project management objectives as well as generating useful data for future program development.

(4) Compile new ideas and methods which may be of value to other project coordinators and teachers of handicapped children.

(5) Assist in the communication process by keeping agencies informed of the activities of projects for handicapped children operating within the public schools.

(6) Contract inservice training and consulting services for projects in the areas of management, evaluation, system analysis, and special education program specialties with other agencies (Public, private, university) having the necessary capacity.

The success of the IRMC network is highly dependent on the use of effective evaluation procedures. Each IRMC functions within an evaluation model with systematic continuous evaluation being an integral part of the project.

PRESENT PROGRAM

Ohio's SEIRMC Network presently consists of 14 regional centers providing services to some *411* school districts in 55 of the state's 88 counties. Included within the service area of these centers is *72%* of the state's E.M.R. program. The geographic areas covered by the centers range in size from part of one county to 13 counties. However, a school population base of approximately 100,000 students can be used as a basic guideline.

The network is funded under Title VI-A, E.S.E.A. with total grants for the 1971 fiscal year amounting to some *$535,000.00* or an average of *$39,000.00* per center. Seven of the 14 centers have been in operation since the Spring of 1969, five since September, 1969, and two since September, 1970.

Each center is presently staffed wtih one coordinator and either a full time or a part time secretary. The centers are housed in varying types of facilities, i.e.: University campuses, local elementary school buildings, local board of education offices, or private office buildings.

Center programs also vary in their focus according to the degree of special education program sophistication in the local area.

(1) *Teacher focus:* These centers provide services to special education teachers in the area through inservice education and individual teacher conferences. Such centers are located in rural areas which have little program and no supervisory staff.

(2) *Program focus:* These centers work closely with leadership staff in local school districts. Such centers are usually located in urban areas where a well developed special education program is already in existence. Program needs are identified and strategies are accordingly developed and implemented through the leadership staff.

(3) *Teaching Strategy focus:* These centers are similar to the program focus centers in that they rely heavily on the leadership staff in local school districts. However, they act primarily as a support system for an ongoing teaching strategy being implemented in the area. Such a strategy might be the directive teaching approach where children are given an educational assessment which results in an educational prescription. The center provides services at this point regarding instructional materials as they relate to the prescription.

FUTURE OF OHIO'S SEIRMC NETWORK

(1) Continue network expansion if successful at end of 1970-71 year.

(2) Future coverage of entire state thru 15 regional centers.

(3) Standards established regarding—

(a) Qualifications and number of staff
(b) Physical facilities
(c) Budget
(d) Area Served (geographic, student population, special education program)
(e) Program Activities

(4) Inclusion of funding in present school foundation program.

(5) Additional activities and services might include:
(a) Coordinate ongoing Research and Development program
(b) Program evaluation
(c) Include supervisory staff
(d) Planning for Special Education program expansion
(e) Computer services
(f) Implement new methodology
(g) Coordinate inservice education, teacher training and student teaching
(h) One center to serve as statewide coordinating center

OHIO'S SPECIAL EDUCATION INSTRUCTIONAL RESOURCE AND MATERIALS CENTERS—Title VI-A, ESEA, F.Y.-71

ASHTABULA AND TRUMBULL COUNTIES
Fiscal Agent:
Ashtabula County Board of Education
Mr. John Hoyes, Coordinator
12 West Jefferson Street
Jefferson, Ohio 44047
Phone: 216-576-4085
Area: Ashtabula and Trumbull Counties

CENTRAL OHIO
Fiscal Agent:
South-Western City Board of Education
Mrs. Erma Thomas, Coordinator
2100 Frank Road
Columbus, Ohio 43223
Phone: 614-276-8401
Area: Franklin and Licking Counties

EAST CENTRAL OHIO
Fiscal Agent:
Tuscarawas County Board of Education
Mr. Lavone Debnar, Coordinator
261 West High Avenue
New Philadelphia, Ohio 44663
Phone: 216-364-2614
Area: Tuscarawas, Holmes, Carroll, Jefferson, Belmont, Harrison, Guernsey, Muskingum and Coshocton Counties

GREEN, FAYETTE, CLINTON, AND HIGHLAND COUNTIES
Fiscal Agent:
Wilmington City Board of Education
Mr. James Coleman, Coordinator
Wilmington City Board of Education
576 West Main Street
Wilmington, Ohio 45177
Phone: 513-382-1641
Area: Green, Fayette, Clinton and Highland Counties

HAMILTON AND BUTLER COUNTIES
Fiscal Agent:
Hamilton County Board of Education
Mr. David Braukman, Coordinator
Room 100 Teachers College
University of Cincinnati
Cincinnati, Ohio 45221
Phone: 513-475-2795
Area: Hamilton and Butler Counties

LAKE, GEAUGA, AND EASTERN CUYAHOGA COUNTIES
Fiscal Agent:
Mentor Ex. Village Board of Education
Mr. Weston Orloff, Coordinator
Garfield Elementary School
7090 Hopkins Street
Mentor, Ohio 44060
Phone: 216-255-5894
Area: Lake and Geauga Counties, and Beachwood, Cleveland Hts., E. Cleveland, Euclid, Mayfield, Richmond Hts., Shaker Hts., S. Euclid-Lyndhurst, Warrensville Hts., and West Geauga School Districts in Cuyahoga County

MONTGOMERY COUNTY
Fiscal Agent:
Montgomery County Board of Education
Mrs. Norma Zappin, Coordinator
Montgomery County Board of Education
15 North Main Street
Dayton, Ohio 45402
Phone: 513-451-5221
Area: Montgomery County

NORTHWESTERN OHIO
Fiscal Agent:
Toledo City Board of Education
Mrs. Betty McMillin, Coordinator
Library Building, Room 141
Bowling Green State University
Bowling Green, Ohio 43402
Phone: 419-372-2958
Area: Lucas, Wood, Hancock, Williams, Fulton, Henry, Defiance, Ottawa, Sandusky, Seneca, Putnam, Paulding, and Van Wert Counties

SCIOTO, PIKE, AND LAWRENCE COUNTIES
Fiscal Agent:
Portsmouth City Board of Education
Mr. Gary Dutey, Coordinator
Gallia and Waller Streets
Portsmouth, Ohio 45662
Phone: 614-354-4526
Area: Scioto, Pike, and Lawrence Counties

SOUTHEASTERN OHIO
Fiscal Agent:
Athens County Board of Education
Miss Linda Bauer, Coordinator
38-011 North McKinley Avenue
Athens, Ohio 45701
Phone: 614-593-7817
Area: Athens, Perry, Morgan, Hocking, Vinton, Meigs, Gallia, and Jackson Counties

STARK AND COLUMBIANA COUNTIES
Fiscal Agent:
Louisville Local School District
Mrs. Eunice Shonk, Coordinator
4001 Addison Avenue, N.E.
Louisville, Ohio 44641
Phone: 216-875-2527
Area: Stark and Columbiana Counties

SUMMIT, PORTAGE, AND MEDINA COUNTIES
Fiscal Agent:
Akron City Board of Education
Mr. Milton Krenichen, Coordinator
773 South Main Street
Akron, Ohio 44311
Phone: 216-253-4153
Area: Summit, Portage, and Medina Counties

WASHINGTON, MONROE, AND NOBLE COUNTIES
Fiscal Agent:
Washington County Board of Education
Mr. Roger Allen, Coordinator
215 Second Street
Marietta, Ohio 45750
Phone: 614-374-9854
Area: Washington, Monroe, and Noble Counties

WESTERN CUYAHOGA COUNTY
Fiscal Agent:
Parma City Board of Education
Mr. Joseph George, Coordinator
Curriculum Office, 6726 Ridge Road
Parma, Ohio 44129
Phone: 216-842-5300
Area: Bay Village, Berea, Brecksville, Brooklyn, Fairview Park, Garfield Hts., Lakewood, North Olmsted, North Royalton, Olmsted Falls, Parma, Rocky River, Strongsville, and Westlake Schools

Special Education Instructional Resource and Materials Centers
1971

OHIO'S SPECIAL EDUCATION INSTRUCTIONAL RESOURCE AND MATERIALS CENTER NETWORK — TITLE VI-A, ESEA

1969-70 SPECIAL EDUCATION UNITS IN EACH REGION

AREA	DEAF & HARD OF HEARING	VISUAL HANDI-CAPPED	CRIP-PLED	RETARD. HANDI-CAPPED	H.H. TCH. CONS.	EMOT. HANDI-CAPPED	EMR CLASS	EMR SUPV. CONS.	EMR W-ST COORD.	SPEECH THERAPY	CHILD STUDY	TOTAL UNITS	TOTAL ADM.	SCHOOL DISTS.	COUNTIES
ASHTABULA	4.0	1.0	1.0	1.0	—	—	101.0	1.0	—	12.0	7.9	128.9	80,209	29	2
CENTRAL	31.0	15.0	29.3	61.0	5.0	19.0	256.0	5.0	5.0	56.7	31.6	514.6	216,602	27	2
EAST CENTRAL	12.0	—	4.4	4.0	1.0	—	95.5	—	—	9.6	7.2	133.7	106,299	40	9
GREEN	—	—	—	2.0	1.0	1.0	69.0	1.0	3.0	15.3	6.3	98.6	56,335	18	4
HAMILTON	39.0	10.0	30.7	18.0	—	20.0	342.0	6.0	6.0	55.5	58.9	586.1	234,498	32	2
LAKE	16.0	2.0	4.0	1.0	—	26.0	112.9	1.0	1.0	46.9	30.0	240.8	150,114	31	2.5
MONTGOMERY	23.0	3.0	13.0	9.0	1.0	1.0	172.7	3.0	9.0	39.5	28.5	302.7	138,372	16	1
NORTHWESTERN	16.5	7.0	19.0	18.0	3.0	42.8	262.9	6.0	6.0	65.8	50.5	497.5	226,176	86	13
SCIOTO	—	—	—	—	—	1.0	74.0	—	1.0	3.5	2.0	81.5	40,099	21	3
SOUTHEASTERN	—	—	—	—	—	—	61.0	1.0	—	9.8	1.0	72.8	45,809	25	8
STARK	11.0	4.0	7.0	28.0	1.0	3.0	174.6	3.0	2.0	27.7	15.3	276.6	110,821	28	2
SUMMIT	21.5	4.0	12.0	42.0	3.0	4.0	161.0	—	3.0	53.4	46.0	349.9	181,991	35	3
WASHINGTON	—	—	—	4.0	1.0	1.0	18.8	—	1.0	6.0	3.8	35.6	22,142	9	3
W. CUYAHOGA	9.0	3.0	4.0	9.0	1.0	6.0	51.1	—	—	28.4	26.8	138.3	100,092	14	0.5
TOTAL	183.0	49.0	124.4	197.0	17.0	124.8	1952.5	27.0	37.0	430.1	315.8	3457.6	1,709,559	411	55
PERCENT OF STATE TOTAL	76	65	71	90	77	84	71	75	82	69	66	72	71	64	63

APPENDIX A

STAFF DEVELOPMENT

85-926

STAFF DEVELOPMENT STATE PLAN ABSTRACT
85-926, as amended

A. The rationale used in distributing the State's allocation under Public Law 85-926, as amended, is summarized in this State Plan.

(1) Increased impact of inservice institutes through:
  (a) Direction of effort toward a network of leadership personnel (supervisors, teacher-consultants, etc.) in an attempt to create a multiplier effect involving classroom teachers and children.
  (b) Focus upon models common to needs of all special education classes such as behavioral modification and directive teaching.
  (c) Development of longer term multi-phased training programs utilizing several source funds.

(2) Continued effort to furnish training leading toward certification at initial entry level in special education in an attempt to cope with a rapid program expansion rate.

B. The procedures used to establish the priorities reflected in this plan (e.g., statewide planning committees, conferences with personnel in local school districts or universities, etc.) are outlined below:

(1) Division of Special Education planning activities directed at coordinating manpower resources and fiscal sources with Ohio's Statewide objectives of:
  (a) The development of comprehensive special education programs throughout the State, including one available to all handicapped children wherever they may reside.
  (b) The improvement of the quality of existing special education programs.
  (c) The development of a consultant/supervising "network" at the local or regional level to assume greater responsibility for a rapidly expanding program in special education.

(2) Special Education Advisory Committee, composed of selected educators of Special Education in Ohio's public schools and persons representing the University training centers in Special Education, meeting to advise the Division of Special Education on Programs, policies and standards for the areas of Special Education.

(3) Ohio Board of Regents, Dean's Committee on Special Education, meeting to consider a Plan for The Development of Comprehensive University Research and Training Centers in Special Education. (included University Directors of Special Education)

C. The criteria and procedures used to select the recipients of fellowships and traineeships awarded under this program are as follows:

(1) Fellowships and Traineeships Criteria:
  (a) Is a citizen or national of the United States or is in the United States for other than a temporary purpose and intends to become a permanent resident.
  (b) Holds a valid Ohio teaching certificate or will be certified by the beginning of the school year 1970-71.
  (c) Is currently teaching or supervising or is firmly committed to be teaching or supervising in an approved special education unit or program in Ohio.
  (d) No course work in the certification pattern is necessary for applicants.
  (e) Must not be concurrently receiving any direct Federal educational benefit *other than loans*. Assistance may be received concurrently under Public Law 85-550, as amended (Veterans Readjustment Assistance Act of 1952.)
  (f) Has not completed certification requirements in the area for which traineeship has been applied.

(2) Selection of Recipients.
The applicant must submit the following:
  (a) A letter of recommendation from the Superintendent of Schools in the district in which he is presently employed or the district to which he is firmly committed.
  (b) A signed affidavit and evidence of acceptance as a student at the eligible university where training is to be taken.
  (c) Transcript or true copy of course work taken in the certificatson pattern to date.

All applicants will be reviewed by a Review Panel composed of directors and supervisors of Special Education selected from the schools of Ohio. Final selection of the traineeships to be awarded will be made by the Review Panel.

All applicants will receive notification by letter as to whether or not they have been selected as a recipient of the full-time summer traineeship.

STATE PLAN ABSTRACT (BUDGET)
(P. L. 85-926, as amended)
FY-70

A. Ohio Department of Education

February 27, 1970

B. Summary of State Plan

(1) Direct Administration of State Plan	$ 39,500.00
(2) Junior Year Traineeships	-0-
(3) Senior Year Traineeships	-0-

(4) Master's Fellowships		—0—
(5) Post-Master's Fellowships		6,300.00
(6) Summer Traineeships		93,750.00
(7) Special Study Institutes		60,000.00
GRAND TOTAL		$200,000.00
GRANT-IN-AID		$200,000.00
C. Junior Year Traineeships		—0—
D. Senior Year Traineeships		—0—
E. Master's Fellowships		—0—
F. Post Master's Fellowships		6,300.00
G. Summer Traineeships		$ 93,750.00
Educable Mentally Retarded	87 x $150 x 5	65,250.00
Visually Handicapped	5 x $150 x 5	3,750.00
Deaf	10 x $150 x 5	7,500.00
Crippled	5 x $150 x 5	3,750.00
Speech & Hearing	2 x $150 x 5	1,500.00
Administrators	8 x $150 x 5 x 2	12,000.00

H. Special Study Institutes

Other Health Impaired	Special Study Institute "Operation Breakthrough," Central Region	$ 12,000.00
	Special Study Institute "Operation Breakthrough," Southwestern Region	12,000.00
	Special Study Institute "Operation Breakthrough," Northwestern Region	12,000.00
	Special Study Institute "Operation Breakthrough," Northeastern Region	12,000.00
	Special Study Institute "Operation Breakthrough," Southeastern Region	12,000.00

SPECIAL STUDY INSTITUTE "OPERATION BREAKTHROUGH" (FIVE REGIONS)

A. Tentative Area, Purpose and Nature of Institute

(1) Other Health Impaired

(2) To provide participants an opportunity to acquire practical skills in the effective utilization of behavior modification and diagnostic teaching techniques with handicapped children; to improve the home-school functioning of handicapped children in social-behavioral and academic areas by the utilization of the latest developed technology; to demonstrate that several fund sources and many agencies may effectively be utilized in a cooperative effort to achieve a major long range objective.

(3) This will be a three phase regional endeavor, entitled "Breakthrough," utilizing the cooperative resources of participating State Universities, Public Law 85-926, as amended, Title VI-A, E.S.E.A., Public Law 89-10, as amended, Local Education Agencies, and the State Education Agency to retrain forty selected special education leadership personnel (supervisors, teacher-consultants, school psychologist, directors, etc.) in the effective implementation of behavioral modification and diagnostic teaching techniques with handicapped children.

B. Estimated Number and Types of Participants in Each Region

(1) Forty (40) supervisors, teacher-consultants, school psychologists, directors, etc., whose primary and major emphasis is with handicapped children.

C. Other Pertinent Information

The time schedule and federal fund sources for the three phases of the project are:

Phase I—Title VI-A, FY 1970, 1-5-70 to 8-31-70

Phase II—P.L. 85-926, FY 1970, 6-1-70 to 8-31-70

Phase III—Title VI-A, FY 1971, 9-1-70 to 8-31-71

Phase I—A seminar course will be provided for the participants, taught by the participating State University personnel and will provide a comprehensive frame of reference in behavioral modification and diagnostic teaching techniques. (Participants must agree to participate in all three phases of project "Breakthrough." All participants will hold non-teaching leadership positions in special education within the region.)

Phase II—Participants will have direct experiences using behavioral modification and diagnostic teaching techniques with handicapped children under expert supervision during Special Study Institutes which will utilize funds under P. L. 85-926, as amended.

Phase III—Participants will train teachers to implement the use of behavioral modification and diagnostic teaching techniques with handicapped children in their school districts. Handicapped children will demonstrate improved social-behavioral and/or academic performance in accordance with diagnosed individual needs. Pre-post test procedures will be used to assess results in social-behavioral and academic performance.

D. Regions

Central Ohio—Fiscal Agent, Columbus City

Northwest Ohio—Fiscal Agent, Toledo City

Northeast Ohio—Fiscal Agent, Akron City

Southwest Ohio—Fiscal Agent, Middletown City

Southeast Ohio—Fiscal Agent, Athens County

APPENDIX B

REVISED CERTIFICATION STANDARDS

EDb-301 CERTIFICATION STANDARDS
ADMINISTRATIVE AND SUPERVISORY CERTIFICATES

The regulations governing the certification of administrators and supervisors as prescribed herein are not retroactive.

The holder of a provisional or professional administrative or supervisory certificate valid from September 1, 1962, or prior to that date, may renew the certificate under the requirements in effect from January 1, 1959, to January 1, 1964.

The holder of a provisional or professional administrative or supervisory certificate valid from September 1, 1962, or prior to that date, may qualify for the superintendent's certificate by completing the requirements in effect from January 1, 1959, to January 1, 1964.

EDb-301-01 SUPERVISOR

A. Provisional Certificate

The provisional supervisor's certificate will be issued to the holder of a master's degree with graduate work well distributed over the following areas:

(1) General or elementary and secondary supervision of instruction
(2) General or elementary and secondary school curriculum
(3) Social and philosophical foundations
(4) Psychological foundations
(5) Research
(6) Planned field experience.

and with evidence of 27 months of successful classroom teaching experience under a standard certificate in the field for which the supervisor's certificate is sought.

B. Renewal of Provisional Certificate

A provisional supervisor's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a teacher, supervisor, or an administrator and upon evidence of the completion of 6 semester hours (9 quarter hours) of additional graduate credit in the field for which the renewal is sought.

C. Professional Certificate

A provisional supervisor's certificate may be converted into a professional certificate upon evidence of 27 months of satisfactory experience as a supervisor under the provisional supervisor's certificate and upon the completion of 5 semester hours (23 quarter hours) of post master's study in the area of specialization or advanced general education.

D. Renewal of Professional Certificate

A professional supervisor's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience.

E. Permanent Certificate

A professional supervisor's certificate may be converted into a permanent certificate upon evidence of 45 months of satisfactory experience as a supervisor under the professional supervisor's certificate and upon evidence of continued professional growth.

EDb-301-05 EDUCATIONAL ADMINISTRATIVE SPECIALIST

The educational administrative specialist's certificate will be issued to school employees of the central administrative or supervisory staff of a school system in the following areas:

(1) Instructional Service
(2) Educational Research
(3) Educational Staff Personnel Administration
(4) Pupil Personnel Administration
(5) School and Community Relations
(6) Special Education (Exceptional Children)

A. Provisional Certificate

A provisional educational administrative specialist's certificate will be issued to the holder of a master's degree with 15 semester hours (23 quarter hours) of graduate work including a planned field experience in the area of specialization for which the certificate is requested and upon evidence of 27 months of successful classroom teaching experience under a standard teacher's certificate.

B. Renewal of Provisional Certificate

A provisional educational administrative specialists' certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a teacher, a supervisor, or an administrator and upon evidence of the completion of 6 semester hours (9 quarter hours) of additional graduate credit in educational administration.

C. Professional Certificate

A provisional educational administrative specialist's certificate may be converted into a professional certificate upon evidence of 27 months of satisfactory experience in a position for which the educational administrative specialist's certificate is required and upon evidence of continued professional growth.

D. Renewal of Professional Certificate

A professional educational administrative specialist's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory administrative experience.

E. Permanent Certificate

A professional educational administrative specialist's certificate may be converted into a permanent certificate upon evidence of 45 months of satisfactory experience in a position for which the educational administrative specialist's certificate is required and upon evidence of continued professional growth.

EDb-301-11 PUPIL PERSONNEL SERVICES
EDb-301-11-02 SCHOOL PSYCHOLOGIST

A. Scope of Service

The primary responsibility of the school psychologist is to assist the school in improving the achievement and adjustment of pupils.

The primary function of the school psychologist shall be the intensive, individual psychological study of pupils referred to him because of learning and/or adjustment problems. He uses the resulting information and understanding about pupils in consultation and in follow-up services with pupils, parents, teachers, and professional workers in the school and in the community.

As a result of such study and because of his special training, he functions as:

(1) A consultant to supervisors and administrators in problems relating to special education, curriculum and instruction, group testing, counseling and guidance, pupil personnel policies, and other matters relating to the adjustment of the individual child in the school setting.

(2) A resource person to the school staff and community in developing better understanding and application of the principles of child development, learning, mental health, and the implication of individual differences.

B. Provisional Certificate

The provisional school psychologist's certificate will be issued to the holder of a master's degree with 24 semester hours (36 quarter hours) of graduate work well distributed over the following areas:

(1) Psychology of human development
(2) The psychology of learning
(3) The psychology of normal personality
(4) Standardized group measurement and evaluation
(5) Statistics and research design
(6) The psycho-educational evaluation of children using individual testing techniques and evaluative skills with laboratory experiences including practice in the interpretation of tests and other data (at least 6 semester hours or 9 quarter hours in this area shall be in a planned sequence)
(7) The implications of individual psychological evaluation of exceptional children for classroom management, instructional materials, and teaching methodology
(8) The psychology of counseling and interviewing techniques with supervised experience
(9) The role and function of the psychologist in the school,

with evidence of an Ohio teacher's certificate, and upon evidence of 9 months of satisfactory full-time internship in a school setting under the supervision of a certificated school psychologist in cooperation with an approved college or university program. (This requirement may be waived upon evidence of 18 months of satisfactory experience as a school psychologist in the schools of another state.)

(OR)

The provisional school psychologist's certificate will be issued to the applicant who does not hold an Ohio teacher's certificate provided the above requirements have been met and he has completed 12 semester hours (18 quarter hours) of course work well distributed over the following areas:

(1) The curriculum of the schools
(2) The purpose and organization of the school
(3) Directed observation of and participation in the normal school processes under supervision within a school setting
(4) Educational administration
(5) Remedial instruction and educational disability.

C. Renewal of Provisional Certificate

A provisional school psychologist's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a school psychologist within a five-year period immediately preceding the date of application.

A holder of the certificate who has not served as a school psychologist within this five-year period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field.

D. Professional Certificate

A provisional school psychologist's certificate may be converted into a professional certificate upon evidence of 27 months of satisfactory experience as a school psychologist under the provisional school psychologist's certificate and upon evidence of the completion of 8 semester hours (12 quarter hours) of graduate work beyond the minimum requirements for the provisional certificate, 6 semester hours (9 quarter hours) of which must be in the areas of psychology and/or education.

E. Renewal of Professional Certificate

A professional school psychologist's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a school psychologist.

F. Permanent Certificate

A professional school psychologist's certificate may be converted into a permanent certificate upon evidence of 45 months of satisfactory experience as a school psychologist under the professional school psychologist's certificate and upon the evidence of the completion of 8 semester hours (12 quarter hours) of graduate work beyond the minimum requirements for the professional certificate, 4 semester hours (6 quarter hours) of which shall be in the areas of psychology and/or education.

EDb-301-11-03 VISITING TEACHER

A. Scope of Service

The primary responsibility of the visiting teacher shall be to work with pupils who are experiencing difficulty with school adjustment. This service supplements the contribution of the teacher and other school personnel and is carried out in cooperation with them. As a liaison service, it helps to integrate school and community services for the benefit of the child.

B. Provisional Certificate

The provisional visiting teacher's certificate will be issued to the holder of a master's degree with 14 semester hours (21 quarter hours) of graduate work well distributed over the following areas:

(1) Human growth and development
(2) Psychology of exceptional children
(3) Educational psychology
(4) Tests and measurements
(5) Pupil personnel services
(6) Counseling principles and procedures or social casework
(7) Ohio school law, family counseling, community organization, or juvenile delinquency,

and with evidence of one year of satisfactory experience as a classroom teacher, school psychologist, school counselor, or school social worker, or with the equivalent of one semester of full-time internship in a school setting under the supervision of a certificated visiting teacher in cooperation with an approved college or university program.

C. Renewal of Provisional Certificate

The provisional visiting teacher's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a visiting teacher within a five-year period immediately preceding the date of application.

A holder of a provisional certificate who has not served as a visiting teacher within this five-year period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field.

D. Professional Certificate

A provisional visiting teacher's certificate may be converted into a professional certificate upon evidence of 27 months of satisfactory experience as a visiting teacher under the provisional visiting teacher's certificate.

E. Renewal of Professional Certificate

A professional visiting teachers' certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a visiting teacher.

F. Permanent Certificate

A professional visiting teacher's certificate may be converted into a permanent certificate upon evidence of 45 months of satisfactory experience as a visiting teacher under the professional visiting teacher's certificate and upon evidence of the completion of two additional graduate courses in the area of pupil personnel services completed since the granting of the initial visiting teacher's certificate.

EDb-301-13 SPECIAL EDUCATION TEACHING CERTIFICATES (exceptional children)

EDb-301-13-01 TEACHERS OF THE DEAF AND HARD-OF-HEARING

A. Provisional Certificate

The provisional special education teacher's certificate to teach the deaf and hard-of-hearing will be issued to the holder of a bachelor's degree and upon evidence of the following pattern of education:

Two courses in each of the following areas:

(1) The teaching of speech to the deaf
(2) The teaching of language to the deaf
(3) Methods of teaching elementary subjects to the deaf

Course work well distributed over the following areas:

(1) Education and guidance of the deaf
(2) Audiometry and hearing aids
(3) Auditory training and speech reading
(4) Education of exceptional children with learning disabilities and/or behavior disorders.
(5) Student teaching in classes for the deaf.

B. Renewal of Provisional Certificate

A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application.

A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. Professional Certificate

A provisional special education teacher's certificate to teach the deaf and hard-of-hearing may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted. The applicant must be employed full-time in the schools of Ohio at the time of application.

D. Renewal of Professional Certificate

A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

E. Permanent Certificate

A professional special education teacher's certificate to teach the deaf and hard-of-hearing may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (*Equivalent* means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

EDb-301-13-02 TEACHERS OF THE ORTHOPEDICALLY HANDICAPPED

A. Provisional Certificate

The provisional special education teacher's certificate to teach the orthopedically handicapped will be issued to the holder of a standard teaching certificate and upon evidence of the following pattern of education:

Course work well distributed over the following areas:

(1) Education of the orthopedically handicapped
(2) Education and psychology of the educable mentally retarded
(3) Education of exceptional children with learning disabilities and behavior disorders
(4) Student teaching in classes for the orthopedically handicapped.

B. Renewal of Provisional Certificate

A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application.

A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. Professional Certificate

A provisional special education teacher's certificate to teach the orthopedically handicapped may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted. The applicant must be employed full-time in the schools of Ohio at the time of application.

D. Renewal of Professional Certificate

A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

E. Permanent Certificate

A professional special education teacher's certificate to teach the orthopedically handicapped may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (*Equivalent* means 3 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

EDb-301-13-03 PHYSICAL THERAPIST

A. Provisional Certificate

The provisional special education teacher's certificate for physical therapy will be issued to the holder of a bachelor's degree and an Ohio Medical Board License in physical therapy.

B. Renewal of Provisional Certificate

A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application.

A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. Professional Certificate

A provisional special education teacher's certificate for physical therapy may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted and one course in each of the following areas:

(1) Education and psychology of the educable mentally retarded

(2) Education of exceptional children with learning disabilities and behavioral disorders.

The applicant must be employed full-time in the schools of Ohio at the time of application.

D. Renewal of Professional Certificate

A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

E. Permanent Certificate

A professional special education teacher's certificate for physical therapy may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (*Equivalent* means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

EDb-301-13-04 OCCUPATIONAL THERAPIST

A. Provisional Certificate

The provisional special education teacher's certificate for occupational therapy will be issued to the holder of a bachelor's degree and the completion of the approved curriculum as required by the council on Medical Education and Hospitals of the American Medical Association in occupational therapy and with a minimum of 9 months internship in clinical affiliations.

B. Renewal of Provisional Certificate

A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application.

A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. Professional Certificate

A provisional special education teacher's certificate for occupational therapy may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted and upon evidence of the completion of one course in each of the following areas:

(1) Education and psychology of educable mentally retarded children

(2) Education of exceptional children with learning disabilities and behavioral disorders

The applicant must be employed full-time in the schools of Ohio at the time of application.

D. Renewal of Professional Certificate

A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

E. Permanent Certificate

A professional special education teacher's certificate for occupational therapy may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (*Equivalent* means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

EDb-301-13-05 TEACHERS OF THE VISUALLY HANDICAPPED

A. Provisional Certificate

The provisional special education teacher's certificate to teach visually handicapped children will be issued to the holder of a standard teaching certificate and upon evidence of the following pattern of education:

Course work well distributed over the following areas:

(1) Curriculum, instructional materials, and educational media for the visually handicapped
(2) Daily living skills, mobility training, and occupational orientation for the visually handicapped
(3) Education of exceptional children with learning disabilities and behavior disorders
(4) Principles and methods of teaching Braille (2 courses in this area)
(5) Observation and student teaching in classes for the visually handicapped.

B. Renewal of Provisional Certificate

A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application.

A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. Professional Certificate

A provisional special education teacher's certificate to teach the visually handicapped may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted. The applicant must be employed full-time in the schools of Ohio at the time of application.

D. Renewal of Professional Certificate

A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

E. Permanent Certificate

A professional special education teacher's certificate to teach the visually handicapped may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (*Equivalent* means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

EDb-301-13-06 TEACHERS OF THE EDUCABLE MENTALLY RETARDED

A. Provisional Certificate

The provisional special education teacher's certificate to teach the educable mentally retarded will be issued to the holder of a bachelor's degree and upon evidence of the following pattern of education:

Course work well distributed over the following areas:

(1) Education and psychology of the educable mentally retarded
(2) Occupational orientation and job training for the educable mentally retarded
(3) Education of exceptional children with learning disabilities and behavior disorders.
(4) Preparation, selection, and adaptation of instructional material; principles and practices in curriculum planning and program development in communication, arithmetic, social studies, and social skills for the educable mentally retarded; and instructional processes and methodology in basic academic skills
(5) Student teaching in classes for the educable mentally retarded.

(OR)

The provisional special education teacher's certificate to teach the educable mentally retarded may be issued to the holder of a standard teaching certificate and upon evidence of the following pattern of education:

Course work well distributed over the following areas:

(1) Education and psychology of the educable mentally retarded
(2) Occupational orientation and job training for the educable mentally retarded
(3) Curriculum and instructional materials for the educable mentally retarded
(4) Education of exceptional children with learning disabilities and behavior disorders
(5) Student teaching in classes for the educable mentally retarded.

B. Renewal of Provisional Certificate

A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application.

A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. Professional Certificate

A provisional special education teacher's certificate to teach the educable mentally retarded may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted. The applicant must be employed full-time in the schools of Ohio at the time of application.

D. Renewal of Professional Certificate

A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

E. Permanent Certificate

A professional special education teacher's certificate to teach the educable mentally retarded may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (*Equivalent* means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

EDb-301-13-07 SPEECH AND HEARING THERAPIST

A. Provisional Certificate

The provisional special education teacher's certificate for speech and hearing therapy will be issued to the holder of a bachelor's degree and upon evidence of the following pattern of education:

Course work well distributed over the following areas:

(1) Normal aspects of communication
  - (a) Voice and diction
  - (b) Human growth and development
  - (c) Phonetics

(2) Disorders of human communication
  - (a) Beginning speech pathology (emphasis on functional problems)
  - (b) Advanced speech pathology (emphasis on organic problems)
  - (c) Stuttering and/or psychogenic disorders of speech
  - (d) Voice problems
  - (e) Introduction to audiology and hearing conversation
  - (f) Methods in speech reading and auditory training
  - (g) Language disorders

(3) Related fields
  - (a) Education of exceptional children with learning disabilities and behavior disorders
  - (b) Survey of psychological tests and measurements
  - (c) Organization and administration of public school speech and hearing programs.

(4) Practicum
  - (a) Clinical practice in speech
  - (b) Clinical practice in hearing
  - (c) Student teaching in speech and hearing therapy.

B. Renewal of Provisional Certificate

A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application.

A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. Professional Certificate

A provisional special education teacher's certificate for speech and hearing therapy may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted and upon evidence of 14 semester hours (21 quarter hours) of graduate work in the area of speech pathology and/or audiology at an approved institution for speech and hearing therapy, this work to have been completed since the granting of the initial speech and hearing therapist's standard certificate. The applicant must be employed full-time in the schools of Ohio at the time of application.

D. Renewal of Professional Certificate

A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

E. Permanent Certificate

A professional special education teacher's certificate for speech and hearing therapy may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (*Equivalent* means 30 semester hours (45 quarter hours) of graduate work in the area of speech pathology and/or audiology.) The applicant must be employed full-time in the schools of Ohio at the time of application.

EDb-301-13-08 TEACHERS OF CHILDREN WITH LEARNING DISABILITIES AND/OR BEHAVIOR DISORDERS

A. Provisional Certificate

The provisional special education teacher's certificate to teach children with learning disabilities and/or behavior disorders will be issued to the holder of a standard teaching certificate and upon evidence of the following pattern of education:

Course work well distributed over the following areas:
(1) Diagnostic teaching of basic academic skills including a practicum;
(2) Classroom structure and behavior management for children with learning disabilities and/or behavior disorders;
(3) Education of exceptional children with learning disabilities and/or behavior disorders;
(4) Student teaching in classes for children with learning disabilities and/or behavior disorders.

B. Renewal of Provisional Certificate

A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application. A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. Professional Certificate

A provisional special education teacher's certificate to teach children with learning disabilities and/or behavior disorders may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted. The applicant must be employed full-time in the schools of Ohio at the time of application.

D. Renewal of Professional Certificate

A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

E. Permanent Certificate

A professional special education teacher's certificate to teach children with learning disabilities and/or behavior disorders may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (*Equivalent* means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

APPENDIX C

UNIVERSITY MASTER PLAN

A MASTER PLAN FOR THE DEVELOPMENT OF UNIVERSITY PROGRAMS IN SPECIAL EDUCATION IN OHIO.

April, 1970

For over twenty years the Division of Special Education of the Ohio Department of Education has attempted to establish and nurture the development of university programs in Special Education. Such efforts have not been guided by a master plan for Special Education in the state assisted university system in Ohio.

Ohio's public school program for the handicapped has developed as one of the largest and most comprehensive programs in the nation. Ohio needs major university centers for Special Education which offers professional training in all areas and at all levels of academic work.

In 1966 the Division of Special Education requested the Deans of the state universities to participate in the development of a master plan for the development of special education programs. About 22 universities in Ohio are approved by the Division of Teacher Education and Certification to offer course work in one or more areas of special education. The current listing can be found in Table I, "Colleges and Universities Offering Course Work in the Patterns of Certification in Special Education in Ohio".

Of these universities, 13 were receiving funds earmarked for the handicapped from either the Ohio Department of Education or the U. S. Office of Education. There is increasing competition among universities for these funds leading to a broader disbursement with a resulting decrease to a single university. As can be noted in Table II, this approach has not resulted in programs which can successfully compete for qualified staff and fiscal support.

In the winter of 1967-68 four of Ohio's universities were on probation with the U. S. Office in relation to continued funding. At this point the Division of Special Education of the Ohio Department of Education requested site visits by a team selected by the U. S. Office of Education. The Director of Special Education was invited to accompany the site visit team.

The results of these site visits not only brought the matter into focus but clearly demonstrated the critical nature of the problem. As a result, a rough draft of a master plan was written by the Division of Special Education and with some revision finalized in October, 1968. This plan was subsequently cleared with the U. S. Office of Education, the Ohio Board of Regents and the Division Advisory Committee on Special Education.

The plan was implemented with some modification in the '68-'69 school year and further implemented in 1969-70 school year. During that period the Deans of state assisted universities expressed concern. After some discussion a sub-committee was appointed to study the problems and revise and up-date the plan.

Members of this sub-committee are:

Dean Theodore Jensen, College of Education, Bowling Green State University
Dean Clayton M. Schindler, College of Education, Kent State University
Dean Arliss Roaden, College of Education, The Ohio State University
Dr. Sam Wiggins, Chairman, Department of Education, Cleveland State University
Dean H. Kenneth Barker, College of Education, The University of Akron

In addition, the university faculties were represented by the Chairmen of the Divisions of Special Education at five universities:

Dr. Darrell Minifie, Bowling Green State University
Dr. Louis Fliegler, Kent State University
Dr. Donald Zemanek, The University of Cincinnati
Dr. Orville Johnson, The Ohio State University
Dr. Robert Meyer, The University of Akron

Representatives of the Division of Special Education included:

S. J. Bonham, Jr., Director
Joseph H. Todd, Assistant Director
Patrick Gibbons, Educational Consultant, Professional Development

The results of continued discussion have led to this revision of the Master Plan.

(1) **UNIVERSITY CENTER FOR PREPARING TEACHERS OF THE EDUCABLE MENTALLY RETARDED**

(a) Shall be approved by Division of Teacher Education and Certification to prepare teachers for special classes for the educable mentally retarded.

(b) Shall be staffed by two full time personnel with at least 3 years teaching experience in special classes for E.M.R. students and academic preparation in the area of E.M.R. One of these individuals shall have at least six years of formal academic preparation, the other should have at least an MA degree.[1]

(c) Part time staff shall hold at least an MA degree, certification as a teacher of E.M.R. children, and 3 years teaching experience in E.M.R. classes.

(d) Should be associated with strong elementary center.

(e) Shall function without financial support from Ohio Department of Education or U. S. Office of Education but is fully recognized as a center for teacher preparation in E.M.R.

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[1]It is anticipated that continued approval after five years will require that one of these positions will be held by a person with a doctorate.

(f) Shall have mechanism for continuing advisory input from special education personnel in the schools which assures relevant planning and program development.

(2) A UNIVERSITY CENTER FOR PREPARING TEACHERS AND SUPERVISORS IN SPECIAL EDUCATION

(a) The program shall be approved by Division of Teacher Education and Certification for preparing professional personnel in special education.

(b) The program shall be located in a university with a major teacher preparation program and with programs in educational supervision and administration. The university should also contain an instructional materials center and an educational evaluation center for the handicapped.

(c) The program offers professional preparation in four areas of special education:
1. School Psychology
2. Educable Mentally Retarded
3. Learning Disabilities and Behavioral Disorders
and
Hearing Impaired or
Visually Handicapped or
Speech & Hearing Therapy

(d) Staffing includes a full time faculty member designated as program director and one full time faculty member for each disability area with doctorate and 3 years teaching experience in the area (or the equivalent).

(e) Additional full and/or part time staff shall have at least a masters degree and 3 years teaching experience in the area.

(f) The Program includes pre-service preparation of teachers, retraining of teachers, and graduate work qualifying experienced personnel for supervision in the area.

(g) The Program is eligible for supplementary fiscal support from Ohio Department of Education and U. S. Office of Education.

(h) The program shall have a mechanism for continuing advisory input from special education personnel in the schools which assures relevant planning and program development.

(3) A COMPREHENSIVE UNIVERSITY CENTER FOR THE PREPARATION OF PROFESSIONAL PERSONNEL IN SPECIAL EDUCATION

(a) The program shall be approved by Division of Teacher Education and Certification for preparing professional personnel in special education.

(b) The program shall be located in a university with a major teacher preparation program and with programs in educational supervision and administration. The University also contains an instructional materials center for the handicapped and an educational evaluation center for the handicapped.

(c) The program shall offer professional preparation in all areas of the handicapped including:
1. Educable Mentally Retarded
2. Trainable Mentally Retarded
3. Learning Disabilities and Behavioral Disorders
4. School Psychology
5. Speech and Hearing Therapy
6. Hearing Impaired
7. Visually Handicapped
8. Crippled

(d) Staffing includes a full time faculty member designated as program director and one full time faculty member for each disability area with a doctorate and 3 years teaching experience in the area (or the equivalent), or 7 full time faculty in special education with the appropriate doctorate and 3 years of appropriate experience.

(e) Additional full and/or part time staff shall have at least a masters degree and three years teaching experience in the area.

(f) The program includes pre-service preparation of teachers, retraining of teachers, and graduate work qualifying experienced personnel for supervision in the area. Advanced graduate work is available leading to a doctorate in administration of pupil personnel and/or special education.

(g) The program should receive high priority for supplementary support from the Ohio Department of Education and the U. S. Office of Education.

(h) The program shall have a mechanism for continuing advisory input from special education personnel in the schools which assures relevant planning and program development.

(4) The status of programs is reviewed at least once every five years by a site visit team composed of:
One person from Division of Teacher Education and Certification
One person from Division of Special Education
One special education faculty member
One representative of the Deans
One Director of Special Education from a major public school program

(5) The Master Plan for Ohio universities is reviewed at least every five years by the Division of Special Education and the Deans of state assisted universities.

(6) The next steps in revision of this plan should include:
(a) Review by Division Advisory Committee in Special Education.

(b) Review by sub-committee of Deans of state assisted universities.
(c) Review by the Ohio Association of Colleges for Teacher Education.
(d) Review by Deans of state assisted universities.
(e) Review by Ohio Board of Regents.
(f) Review by U. S. Office of Education, Bureau of Education for the Handicapped.
(g) Adoption by the Ohio Department of Education.

Table I

COLLEGES AND UNIVERSITIES OFFERING COURSE WORK IN THE PATTERNS OF CERTIFICATION IN SPECIAL EDUCATION IN OHIO.

Educable Mentally Retarded
University of Akron
Ashland College
Bowling Green State University
Case-Western Reserve University
Central State University
University of Cincinnati
University of Dayton
Kent State University
Lake Erie College
Miami University
Notre Dame College (Cleveland)
Ohio Northern University
The Ohio State University
Ohio University
Otterbein College
College of Steubenville
University of Toledo
Wittenberg University
Wright State University
Youngstown State University

Hearing Impaired
University of Cincinnati
Kent State University
The Ohio State University

Orthopedically Handicapped (crippled)
University of Cincinnati

Visually Handicapped
The Ohio State University

Speech and Hearing Therapy
University of Akron
Bowling Green State University
Case-Western Reserve University
University of Cincinnati
Kent State University
Miami University
The Ohio State University
Ohio University

School Psychology (Child Study)
University of Akron
Bowling Green State University
Cleveland State University
University of Cincinnati
University of Dayton
John Carroll University
Kent State University
Miami University
The Ohio State University
Ohio University
University of Toledo
Xavier University

Table II

FUNDS RECEIVED BY *COLLEGES AND UNIVERSITIES*
IN THE MAJOR STATES UNDER P. L. 85-926, AS AMENDED.

State	1968	1969
1. New York	$2,061,254.00	$2,178,547.00
2. California	1,376,106.00	1,606,712.00
3. Michigan	1,210,041.00	1,354,486.00
4. Illinois	1,036,889.00	1,300,900.00
5. Pennsylvania	999,670.00	1,143,140.00
6. Texas	972,247.00	1,082,526.00
7. Ohio	532,200.00	653,337.00

Ohio Department of Education
DIVISION OF SPECIAL EDUCATION
3201 Alberta Street
Columbus, Ohio 43204

January 9, 1970

TABLE III: STATUS OF TEACHERS IN APPROVED SPECIAL EDUCATION UNITS
1966-67, 1967-68, 1968-69, 1969-70

	School Year	Deaf and H.H.	Visual Hand.	Crippled	Neuro. Hand.	Emot. Hand.	Ed. Ment. Retard.	Sch. Psych.	Sp. Ther.	Totals
	66-7	189	72	143	66	85	2143	312	473	3483
No. of Approved	67-8	206	76	156	132	126	2504	364	527	4091
Teachers	68-9	226	72	164	176	141	2648	396	546	4369
	69-70	244	75	175	242	110	2835	478	621	4819
	66-7	115	40	102	...	...	819	258	424	1758
No. of Teachers	67-8	161	54	125	...	...	993	287	472	2092
Certified	68-9	166	56	126	...	...	1290	304	486	2428
	69-70	174	49	145	...	...	1371	355	558	2652
	66-7	74	32	41	...	...	1324	54	49	1574
No. of Teachers with	67-8	45	22	31	...	...	1511	77	55	1741
Temp. Certificate	68-9	60	16	38	...	...	1358	92	60	1624
	69-70	70	26	30	...	...	1464	123	63	1776
Estimated Annual Need		40	15	15	200	50	800	150	100	1370

APPENDIX D

APPROVED UNITS

1960-1970

Ohio Department of Education
DIVISION OF SPECIAL EDUCATION
3201 Alberta Street, Columbus, Ohio 43204

October 30, 1970

SUMMARY OF EXPANSION IN SPECIAL EDUCATION

APPROVED UNITS, 1960-1970

	Previous Bienniums					Current Biennium	
	F.Y. 60	F.Y. 62	F.Y. 64	F.Y. 66	F.Y. 68	F.Y. 70	F.Y. 71
Physically Handicapped	332	315	361	401	463	492	512
Learning Disabilities and Behavioral Disorders	R & D Projects	42	78	151	317	391	558
Educable Mentally Retarded	854	1,214	1,634	2,143	2,625	2,827	3,187
Speech Therapy	263	306	405	473	546	621	682
School Psychology	175	204	248	312	396	478	557
Total	1,624	2,081	2,726	3,480	4,347	4,809	5,496
Bi-Annual Expan.		457	645	754	867	1,149	

APPENDIX E

APPROVED ENROLLMENTS

1960-1970

Ohio Department of Education
DIVISION OF SPECIAL EDUCATION
3201 Alberta Street, Columbus, Ohio 43204

November 6, 1970

SUMMARY OF EXPANSION IN SPECIAL EDUCATION

APPROVED UNIT ENROLLMENTS, 1960-1970

	Previous Bienniums					Current Biennium	
	F.Y. 60	F.Y. 62	F.Y. 64	F.Y. 66	F.Y. 68	F.Y. 70	F.Y. 71
Physically Handicapped							
Hearing Impaired	1,144	1,172	1,291	1,486	1,783	1,921	1,888
Visually Handicapped	813	800	811	848	727	719	719
Crippled	2,433	1,219	1,278	1,376	1,474	1,625	1,504
Learning Disabilities and Behavioral Disorders	R & D Projects	347	630	1,321	2,604	3,143	4,435
Educable Mentally Retarded	13,462	18,148	25,112	32,459	38,746	41,510	45,370
Speech Therapy	30,245	35,190	46,575	54,395	62,790	71,415	78,430
School Psychology	43,750	51,000	62,000	78,000	99,000	119,500	139,250
Total	91,847	107,876	137,697	169,885	207,124	239,833	271,596
Bi-Annual Expan.		16,029	29,821	32,188	37,239	31,763	